UNIDADE 4

ESTRUTURAS GRAMATICAIS

4.1 OBJETIVO GERAL

Apresentar ao aluno a importância do conhecimento das estruturas gramaticais na compreensão de textos escritos.

4.2 OBJETIVOS ESPECÍFICOS

Esperamos que, ao final desta Unidade, você seja capaz de:

a) identificar a estrutura dos grupos nominais;

b) utilizar grupos nominais e a estrutura dos verbos para aprofundar o nível de compreensão da leitura na língua inglesa.

4.3 COMPETÊNCIAS LINGUÍSTICAS: ESTRUTURAS GRAMATICAIS

O *Dicionário Online de Português*[9] **nos dá o significado da palavra *gramática* como um conjunto de princípios que rege o funcionamento de uma língua**. Segundo o dicionário, a gramática orienta como as palavras podem ser combinadas ou modificadas para que as pessoas possam comunicar-se com facilidade e precisão.

No processo de leitura, a gramática não deve ser a espinha dorsal de um curso, mas você deve estar ciente de como as palavras se organizam dentro das frases e dos períodos e de como estes se organizam em um texto.

O estudo de alguns itens gramaticais é importante para ajudar você, leitor, a compreender o texto escrito em língua estrangeira. Por exemplo, estudar a estrutura da sentença e os grupos nominais auxilia a compreensão dos pontos principais e dos detalhes de um texto.

Como vimos nas unidades anteriores, uma das estratégias propostas pela metodologia do ensino instrumental de uma língua é a leitura de títulos, subtítulos, bem como a utilização da técnica de *skimming* para a compreensão geral do texto. O conhecimento da **ordem das palavras** (SVO - Sujeito + Verbo + Objeto ou Complemento) e dos **grupos nominais** na frase é muito importante no decorrer da leitura.

Nesta Unidade, vamos apresentar brevemente as ideias associadas à utilização dos grupos nominais e ao estudo de verbos para aprofundar o nível de compreensão da leitura na língua inglesa. Em seguida, vamos colocar em prática esses conceitos a partir de uma sequência de atividades importantes para você perceber o quanto já é capaz de compreender textos escritos em inglês, com base na metodologia instrumental que vimos aprendendo até agora.

4.4 *NOMINAL GROUPS:* GRUPOS NOMINAIS

Os nomes (substantivos) carregam grande significado na construção de um texto. Representam o núcleo da discussão, o assunto de que se está tratando. Por isso, na Unidade 3, foi importante você exercitar sua capacidade de identificar as palavras-chave de um texto escrito em língua estrangeira. Com frequência, tratavam-se de substantivos, reparou?

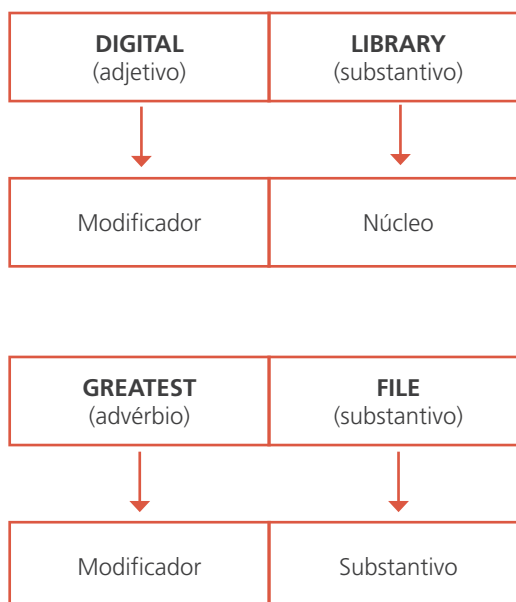
[9] GRAMÁTICA. **Dicionário Online de Português**, [S.l.], c2017. Disponível em: <http://www.dicio.com.br/gramatica/>. Acesso em: 10 mar. 2017.

Em qualquer língua, os substantivos aparecem nos textos agrupados com outros elementos gramaticais que modificam seu significado, o que chamamos de **grupos nominais**. Veja estes exemplos em português:

BIBLIOTECA DIGITAL, MAIOR ARQUIVO

O **grupo nominal** é um dos constituintes fundamentais da oração. Ele pode exercer a função de SUJEITO ou de OBJETO da oração.

O grupo nominal consiste no NÚCLEO e seu(s) MODIFICADOR(ES).

Diferentemente do que acontece em português, os modificadores, em inglês, vêm antes do núcleo:

Em inglês, o **núcleo** é representado pelo substantivo. As palavras **modificadoras** são representadas por adjetivos, advérbios, artigos, pronomes, numerais e, às vezes, substantivos, diferentemente do que ocorre em português.

Os modificadores são chamados de *modifiers*, e as palavras modificadas, de ***headword*/núcleo**.

Veja alguns exemplos a seguir, em que (M) se refere a "modificador" e (N) se refere a "núcleo":

a) **IMF** – *INTERNATIONAL MONETARY FUND;*
(M) (M) (N)

b) **NATO** – *NORTH ATLANTIC TREATY ORGANIZATION;*
(M) (M) (N)

c) *HOT DOG;*
(M) (N)

d) *SOUND SYSTEM;*
(M) (N)

e) **LCD** – *LIQUID CRYSTAL DISPLAY.*
(M) (M) (N)

Observe outros exemplos:

a) *call number* = número de chamada;
b) *payment order* = ordem de pagamento;
c) *access mode* = modo de acesso;
d) *International Standard Book Number* (ISBN) = padrão/norma internacional de numeração de livros.

4.5 VERBOS

Durante as Unidades anteriores, você constatou que, no processo de leitura, o seu conhecimento sobre os verbos na língua materna, o auxiliou na compreensão dos textos, no que se refere, principalmente, à identificação do tempo em que a(s) ação(ões) ocorreram (presente, passado ou probabilidade). Sendo assim, a compreensão dos tempos verbais é de fundamental importância para uma leitura detalhada. O Quadro 2, a seguir, exemplifica os contextos de utilização dos diferentes tempos verbais na língua inglesa:

Quadro 2 – Contextos de utilização dos diferentes tempos verbais na língua inglesa

(continua)

***PRESENT TIME**:*
Simple Present
Present Continuous
Present Perfect

Quadro 2 – Contextos de utilização dos diferentes tempos verbais na língua inglesa

(continuação)

PAST TIME: *Simple Past* *Past Perfect*
PROBABILITY: *Will – Would* *Shall – Should* *Can – Could* *May – Might*

Fonte: produção do próprio autor (2017).

4.6 LEIA-ME

Agora, vamos continuar colocando em prática todas as estratégias sobre as quais estudamos, aprofundando cada vez mais seu nível de compreensão de pontos principais dos textos em estudo. Desta vez, somaremos seu conhecimento de grupos nominais às estratégias de leitura aprendidas anteriormente.

Mãos à obra! Vamos às atividades.

4.6.1 Atividade

Palavras em torno de um núcleo!

a) Relacione a coluna da direita com a da esquerda.

Ex: (1) *The Earth's green cover* (2) Fornecimento de água

(2) *Water supplies* (1) A crosta verde da Terra

(1) Distribuidor de banco de dados	( ) *Electronic commerce*
(2) Gênero documental	( ) *Database distributor*
(3) Entrada de documentos	( ) *Verbatim documentation*
(4) Publicação oficial	( ) *Security classification*
(5) Pacote integrado de *software*	( ) *Open access library*
(6) Documentação fono-gráfica	( ) *Documental gender*

(7) Comércio eletrônico	( ) *Financial functions and of accounting*
(8) Classificação de segurança	( ) *Documentary entry*
(9) Documentação textual	( ) *Phonographic documentation*
(10) Funções financeiras e de contabilidade	( ) *Integrated package of software*
(11) Biblioteca de livre acesso	( ) *Official publication*

b) Coloque na ordem correta os seguintes os grupos nominais:

b.1) *Body International Intergovernmental*

b.2) *Among Loan Libraries*

b.3) *Of Quarter Languages Generation*

b.3) *Organization The Sequential*

c) Levando em consideração as questões anteriores, responda:

c.1) Que classes de palavras funcionam como modificadores?

____

____

c.2) Que classe de palavra funciona como núcleo do grupo nominal?

____

Atenção

É necessário que se perceba o grupo nominal como uma unidade, palavras em torno de um núcleo. É por isso, por ser uma unidade, que há muitas siglas para resumir grupos nominais longos.

4.6.2 Atividade

Compreendendo mais a língua inglesa

Leia o título do texto a seguir. É uma palavra cognata, que já nos dá uma ideia do assunto geral do texto.

Enumere os parágrafos para facilitar a leitura e a compreensão.

TEXT 1

Fonte: International Encyclopedia of Information and Library Science

PRESERVATION

The processes and activities that stabilize and protect objects so that they will be permanent and durable, or as long-lasting as it is possible to make them. For PAPER-based materials, preservation is achieved through appropriate selection, housing, care and handling, security, climate control, repair and CONSERVATION treatment. Increasingly, libraries and archives must also preserve the far more fugitive digital materials. DIGITAL PRESERVATION refers to the processes and activities that stabilize and protect both reformatted and 'born digital' electronic materials in forms that are retrievable, readable and usable over time. In order to achieve this, it is necessary to begin preserving an item at the point of its creation. This is accomplished by creating preservation METADATA, and by regularly refreshing and reformatting information. Digital preservation entails a preventive rather than a remedial approach. The longevity of the medium on which information is stored is a combination of its physical make-up and the technology of its hardware and software.

Preservation is an umbrella term that applies to the overall responsibilities of caring for collections. Regardless of the format – print, non-print or digital – all library and archival materials require protection. In some institutions, preservation is carried out as part of collection management responsibilities. Preservation is considered from the point of accession to deaccession – when materials are discarded. In RESEARCH LIBRARIES materials are usually maintained until they are too fragile to be used or until they have outlived their usefulness. Fragile books and manuscripts are often replaced with new copies or SURROGATE copies such as reprints or microform (see MICROFORMS), or are duplicated through other reformatting technologies. Sometimes a hybrid approach is used. For example, a book may be microfilmed and later scanned, or else a book may be filmed and scanned simultaneously. In archives, there is usually a retention schedule for records. Although digitizing paper or film may provide users with increased access, digitization is not a preservation measure.

Decision-making for preservation is part of an integrated programme. The first question on the part of a preservation manager must be, 'Should this item be retained in the collection?' The answer is usually determined by the criteria set forth in the library's collection development policy. If the answer is 'yes', the next question will relate to the value of the item. If it has artefactual or historical value, repair, extensive treatment, rebinding or the use of protective housing might be appropriate solutions. If the item is not deemed to have such value, the solution might be to purchase a reprint or microfilm. There is no consensus in the library community as to what constitutes artefactual or historical value. Strategic preservation decision-making must take into account a number of considerations. Each institution must evaluate its own priorities and values.

Preservation ensures that when an item has been purchased and catalogued, it will be available when users want to consult or examine it. Until the nineteenth century, much of the emphasis in libraries was on preservation of materials. Patrons were not given access to library stacks, access was limited and so was wear-and-tear on the books. Since books were not handled as much as they are today, deterioration took place at a slower rate. With the development of the modern profession of librarianship in the late nineteenth century and an egalitarian emphasis on access to collections, preserving collections became less of a concern.

At the same time, librarians and archivists began to realize that modern books and paper were less stable than older materials. The Industrial Revolution led to poor air quality that in turn contributed to the decay of leather and paper. The need to deal with the problem of deteriorating collections was recognized, but it was not until the 1950s that serious investigations into the causes of deterioration of paper and bindings began to take place in the USA and Europe. It was clear that many library collections had deteriorated and that drastic measures needed to be taken if these collections were to be preserved for immediate as well as future use.

Deterioration is inherent in all organic materials; by the middle of the nineteenth century machine-made paper was manufactured with wood pulp containing lignin and other acidic components that caused paper to deteriorate relatively quickly. The development and use of alum rosin sizing compounded the problem. Leather also contained harmful acidic ingredients that caused deterioration. The deterioration of books was hastened by environmental factors such as high temperature and relative humidity, exposure to light, air pollution and careless handling by increased numbers of users in open-access repositories. By the 1960s efforts were under way to identify causes of deterioration and to seek ways of retarding it.

The flooding of the Arno River in Florence,

Italy, in November 1966 served as a catalyst, for it brought bookbinders and paper conservators to the city, first to salvage the books and manuscripts from the Laurentian Library and other collections, and later to develop new treatments. As the books and manuscripts were cleaned, repaired and, in many instances, rebound, conservators learned a great deal about book, leather, vellum and paper structure and longevity. These conservators returned to their respective countries (or moved to other countries) with a new understanding of book and paper conservation. The relationships fostered by the Florence experience led to further research and training, and the establishment of new conservation laboratories in Europe and the USA.

Preservation of library and archival materials was not taught as a separate subject in schools of library, information and archival science until the early 1970s, but by the late 1960s librarians and archivists began to specialize in the preservation of collections, learning through seminars and workshops, often from conservators who had been active in Florence. Today most schools of information offer specific courses in preservation, and preservation issues and concerns are included in courses on collection development, management and new media.

Co-operation is the key to successful preservation initiatives. No one library or archive can preserve everything. Through co-operation, mass treatment techniques, such as the de-acidification of books and papers, are being developed. Co-operative programmes to preserve valued collections on microfilm have been successful in North America and Europe; today countries are working together to preserve their documentary heritage through such efforts as the European Register of Microfilm Masters (EROMM) and increased bibliographic control, assisted by the Internet. At the same time, librarians and archivists around the world are developing principles for basic digital preservation strategies. Refreshing, migration, emulation, technology preservation and digital archaeology are current strategies in use. Though none of these can as yet be considered permanent solutions, with continued international co-operation in the development of principles, standards and techniques, solutions may be forthcoming.

Preservation is necessary to ensure that people, in the present and future, will have access to the heritage. Increasingly in this new electronic age, the preservation of text and images will depend on the ongoing refreshing and migration of data. Soon preservation will be the responsibility not just of librarians and archivists, but also of ordinary citizens who will need to become cultural custodians if their own digital photographs and documents are to become part of the overall documentary heritage.

Further reading

Banks, P.N. and Pilette, R. (eds) (2000) *Preservation: Issues and Planning*, American Library Association.

Feather, J. (1996) *Preservation and the Management of Library Collections*, 2nd edn, Library Association Publishing.

Jones, M. and Beagrie, N. (2002) *Preservation Management of Digital Materials: A Handbook*, The British Library.

Swartzburg, S.G. (1995) *Preserving Library Materials: A Manual*, 2nd edn, Scarecrow.

COnservation On Line website (COOL) (http//palimpsest.stanford.edu). [An invaluable source of information about developments, recent and forthcoming events, and people.]

SEE ALSO: digitization

SUSAN G. SWARTZBURG,
REVISED BY MICHÈLE VALERIE CLOONAN

Agora vamos a uma leitura mais aprofundada do texto? Os exercícios a seguir vão ajudar você nessa compreensão.

a) Leia o texto e retire a ideia principal de cada parágrafo:

– 1° parágrafo:

___

– 2° parágrafo:

___

– 3° parágrafo:

– 4° parágrafo:

– 5° parágrafo:

– 6° parágrafo:

– 7° parágrafo:

– 8° parágrafo:

– 9° parágrafo:

– 10° parágrafo:

b) Reúna todas as ideias principais que você retirou do texto e reescreva um único parágrafo fazendo um resumo:

c) Traduza os seguintes grupos nominais:

c.1) *Conservation treatment* =

c.2) *Digital preservation* =

c.3) *Paper-based materials* =

c.4) *The Industrial Revolution* =

c.5) *European Register of Microfilm Masters* =

d) Causa e efeito: você notou no texto "*Preservation*" uma relação de causa e efeito. Se "*deterioration*" é a consequência, retire dele as causas desse efeito:

d.1)

d.2)

---

d.3)

---

d.4)

---

e) No segundo parágrafo, tente deduzir o significado de "*Surrogate Copies*" (se necessário, use o dicionário).

Veja o significado de algumas palavras que poderão ajudar você na hora da leitura. Elas dizem respeito a questões de CAUSA e EFEITO.

CAUSE* and *EFFECTS Signal Words

- *Because* = porque
- *Lead to* = conduzir em direção a
- *Results in* = resulta em
- *Are caused by* = são causadas por
- *Is the reason for* = é a causa de
- *Is the result of* = é consequência de, é o resultado de
- *Can make* = pode fazer
- *Because of* = por causa de
- *Can help* = pode ajudar
- *Results from* = origina-se de, em consequência de
- *Is a cause of* = é a causa de
- *Effects* = efeitos
- *Due to* = devido a

4.6.3 **Atividade**

Compreendendo mais a língua inglesa

Reading for main ideas:

"Books and other Publications"

Selection and Acquisition

When a new library is started or one already in existence evaluated, the task of determining what books and other supporting publications should be in the collection is a challenging one. It is a real responsibility to see that funds are spent wisely to provide

what is needed to promote the progress of the organization served. The results of these decisions will stand on the shelves as evidence either of painstaking selection or of haphazard gathering. In view of the increasing number of books published and the many publishers of scientific books, it is not always easy to decide which titles to acquire. Also the more limited the budget, the more difficult the task.

Before starting selection procedures, it is necessary to make some basic decisions concerning the character of the collection contemplated. How many volumes should be purchased initially, and how many might be added annually? These numbers are governed to some extent by the limits of the budget and space provisions. With a tentative number fixed upon, the selection process can be started.

One approach to selecting titles for a specific collection is to survey the types of publications that comprise the scientific-technical literature, exclusive of periodicals for present intentions, as these are treated in chapter 6. Emphasis here is on the traditional book or monograph with due recognition of the existing changes as completely new kinds of formats appear. In addition to books, however, there are other categories of unique publications that are equally important for the information they provide. Books are considered first here, then advice is given on how to locate and procure such things as government publications, trade literature, directories, specifications, equipment catalogs, and academic dissertations.

Books constitute the largest segment of the part of the collection under consideration, but even they are not all of one character and may be grouped as follows: 1 – Monograph and texts – 2 – Treatises – 3 – Proceedings and Symposia – 4 – Dictionaries – 5 – Encyclopedic Works – 6 – Handbooks – 7 – Serials such as Annual Reviews – 8 – Special compilations of information.

These eight categories encompass every kind of book to be considered for this part of the collection. They are issued chiefly by independent publishers whose main business is to publish books in science and technology. These companies are located in all countries where scientific investigation is conducted, and books are in respective languages. Others are the products of professional societies. Methods for selecting and purchasing books are outlined herewith.

Fonte: STRAUSS, L. J. **Scientific and technical libraries**. 2nd ed. New York: [s.n.], 1972. p. 98.

a) Demonstre o que você entendeu a respeito do texto, escrevendo um parágrafo que expresse a sua ideia geral.

b) Demonstre sua habilidade de retirar informações específicas do texto:

b.1) antes de iniciar o processo de seleção para a escolha de livros a serem comprados, quais condições básicas devem ser consideradas?

___

___

___

___

b.2) atualize o texto e sugira mais uma categoria às oito nele indicadas:

___

b.3) identifique a **ideia principal** do parágrafo através do tópico frasal.

Leia o texto novamente e sublinhe a **primeira frase da cada parágrafo.** Cada uma dessas frases é a chamada **TÓPICO FRASAL. Elas expressam de forma geral o assunto de cada parágrafo e resumem a ideia central de cada um deles.**

Atenção

O tópico frasal pode aparecer também no meio ou no final do parágrafo.

O tópico frasal pode ser a combinação da frase inicial com a frase final.

Quando o parágrafo não possuir tópico frasal, o leitor tem que formulá-lo com suas próprias palavras.

c) *Finding topics:* em cada grupo de palavras, uma é o tema para todas. Sublinhe esse tópico como no exemplo abaixo (c.1):

c.1) *encyclopedia – dictionary – reference book – atlas – catalog – telephone book;*

c.2) *fax machine – computer – office – scanner – telephone – copy machine;*

c.3) *German – Italian – Basque – Spanish - Englishman – Europeans;*

c.4) *climate control – preservation – care – repair – rebinding – microfilm.*

d) Utilizando os tópicos frasais no texto, formule um título para cada parágrafo indicado, em português:

– 1° parágrafo:

– 2° parágrafo:

– 3° parágrafo:

– 4° parágrafo:

– 5° parágrafo:

e) Demonstre sua apreciação crítica do texto, escrevendo dois parágrafos. No primeiro, expresse a posição do autor e, no segundo, revele a sua opinião em relação a ela.

____

____

____

____

____

____

4.6.4 Atividade

Aprendendo com os verbos

OBJETIVOS: Aprofundar o nível de compreensão de pontos principais, em busca de melhor compreensão dos textos em estudo.

Sedona Arizona Public Library Releases Playaway Electronic Books

A- *Every once in a while, I receive a newspaper clipping announcing the end of the book. In the New York Times of September 6th, there was an article entitled "Are Books Passé?". It discussed the advent of two new electronic reader devices that both Google and Amazon were poised to release. Is this the death knell of the printed word? Is the Library on its last legs? Will our grandchildren never enjoy the pleasure of reading a good book while curled up next to a fireplace or in bed? And my answer is always – yes and no.*

B- *First, just to add a bit of context, it is important to remember that reading is really only a couple of hundred years old, as far as a widely held skill, and that may be pushing it. For most of human history, information has been passed along via stories told around the campfire, via cave painting, pictures pecked into rock or some other visual format. Reading books by the majority of the population is a very recent state of affairs.*

C- *My view, heretical as it may sound, is that I am more interested in getting information to people and the format is less important to me. Now, I know that will elicit gasps from some of you, but information can come in many forms – not just books. Try viewing a great painting, listening to a beautiful piece of music, or just having a meaningful conversation. Yes, books are wonderful, but they are only one way to get the data across to the "reader."*

D- *The Sedona Public Library is about to release a new form of electronic book called the Playaway. This is a single book on a match box sized device that is essentially an MP3 player. The fun part of this format is that the previous need to listen to your audiobooks sitting in front of*

your stereo at home or in your car is no longer the restriction. Instead, you can be fully mobile to work in your yard, go for a hike, or any other activity and still listen to the book of your choice. Kids have their iPods or other mobile players. Now, those who have wondered about these things can try a Playaway book and find out how simple and enjoyable being mobile with a book can be.

E- *For a number of years, we have had books on tape, then books on CD. We have had VHS and DVD movies and shows from Discovery, PBS and others. That the item is electronic is already a fact – and the fact is that audio visual items are a hugely popular format.*

F- *Yet, books still hold a fascination for me and for millions of others. In spite of the fact that books in electronic formats are beginning to show themselves as more and more viable, I have no doubt that the book as a physical item will remain for many years to come. There certainly are advantages to books delivered electronically. Take for example the many pounds of books that our children lug around in their backpacks? Why not have the texts they use in a single electronic reader? Wouldn't a slim electronic reader for these be just as good?*

G- *Just as there are a range within every form of things we buy, there can just as easily be a number of formats for books and movies. If you decide that one format is better for you at a particular time, you buy that. If another format is better at a different time, you buy that. No problem. Those who wring their hands to bemoan the end of the book simply have forgotten the laws of supply and demand – as long as people want them and we can make them, books as we know them will survive.*

H- *Edgar Guest wrote a wonderful homage to books in his "A Book." "Now," said a good book unto me, "Open my pages and you shall see, Jewels of wisdom and treasures fine, Gold and silver in every line. And you may claim them if you but will. Open my pages and take your fill."*

I- *"I am just a book on your mantle shelf. But I can be a part of your living self; If only you'll travel my pages thru, Then, I will travel with world with you. Open my pages and run them over. Take what you choose from my golden store."*

J- *"I'll make you fitter to talk with men. I'll touch with silver the lines you pen. I'll lead you nearer the truth you seek. I'll strengthen you when your faith grows weak. Come, take me, know me, and love me well. Let me come into your mind to dwell."*

K- *Whether it is printed, hand written, electronic or aurally delivered, a book will still perform the same magic in your mind and in your heart. Try reading, hearing or viewing one today!*

Library News, by David W. Keeber

Fonte: KEEBER, D. W. Sedona Arizona Public Library Releases Playaway Electronic Books. **Stockhouse**, [S.l.], c2016. Disponível em: <http://www.stockhouse.com/mediascan/news.asp?newsid=9163249>. Acesso em: 10 fev. 2020.

a) Leia o texto e responda às questões propostas.

a.1) Qual é o tema principal do texto? Resuma-o em poucas linhas.

____

____

a.2) Como você definiria o dispositivo eletrônico "*Playaway*"?

a.3) De acordo com o parágrafo B, de que forma a "informação" pode ser disseminada?

b) Leitura crítica:

b.1) De acordo com o texto, qual é a opinião do autor sobre os "livros físicos"? Os livros tradicionais irão desaparecer?

b.2) Segundo o autor, quais seriam as vantagens dos "livros eletrônicos"?

b.3) Qual é a sua opinião sobre o assunto?

c) Aprendendo a resumir: no parágrafo H, *Edgar Guest* faz uma homenagem ao livro. Você pode resumir o que ele diz no texto "*A Book*"?

Antes de passarmos à próxima atividade, vamos dedicar atenção especial à análise dos tempos verbais da Atividade, que acabamos de realizar.

No texto que acabamos de ler, você deve ter observado:

a) parágrafo A:

– (L1): "*Every once in a while,* ***I receive*** *a newspaper clipping announcing the end of the book";*

– (L4): ***Is this*** *the death knell of the printed word?;*

– (L6 e 7): *And my* ***answer is*** *always – yes and no.*

b) parágrafo D:

– (L6 e 7): ***Kids have*** *their iPods or other mobile players*.

Todos os verbos em destaque estão no presente simples, em inglês.

1 - Simple Present:

Uso: indica uma ação habitual. É formado do Infinitivo **sem *To*** para todas as pessoas, exceto as terceiras pessoas do singular, às quais acrescentamos ***"S"***, ***"ES"*** ou ***"IES"***.

Seguindo:

c) parágrafo A:

– (L2): *"In the New York Times of September 6th, 2007,* ***there was*** *and article entitled "Are Books Passé?",* ***It discussed*** *the advent of two new electronic reader devices…*

d) parágrafo H:

– (L1): *"****Edgar Guest wrote*** *a wonderful homage to books in his "A Book".*

2 - Simple Past:

Uso: indica uma ação passada e completamente terminada no passado. É formado do Infinitivo **sem *To* + *ED*** (verbo regular);

Verbos irregulares – formas variadas.

Preste atenção nos parágrafos:

a) parágrafo A, (L5 e 6) "***Will our grandchildren*** *never enjoy the pleasure of reading a good book…?"*;

b) parágrafo C, (L1) "*My view, heretical is* ***it may*** *sound, is that I am more interested in getting information to people…"*;

c) parágrafo D, (L5) "*Instead,* ***you can be*** *fully mobile to work in your yard…"*;

d) parágrafo F, (L7) "***Wouldn't*** *a slim electronic reader for these be just as good?*.

3 – Probabilidade:

Os verbos no Futuro e os Anômalos/Modais indicam probabilidade.

4.6.5 **Atividade**

Aprendendo com os verbos:

a) Complete com o(s) verbo(s) entre parênteses:

Exemplo: Digital library is a term and concept that serves as an umbrella for a great many of diverse activities (to be – to serve).

a.1) *In this paper we _______________ the three questions in an analytical way and with the 'real world' as a primary source (to explore).*

a.2) *Reading books _______________ a very recent state of art (to be).*

a.3) *Books, still _______________ a fascination for me (to hold).*

b) Preencha as lacunas com o verbo apropriado:

To be, to do, to deal, to explore, to get, to plan

b.1) *We _______________ concerned with education.*

b.2) *What _______________ these concepts cover?*

b.3) *The question _______________ with the selection of pictures.*

b.4) *We _______________ the three problems.*

b.5) *You _______________ to continue and explore this theme.*

RESUMO

No início desta Unidade, afirmamos que, no processo de leitura, a gramática não deve ser a espinha dorsal de um curso, porém ela deve ser ensinada para que compreendamos os discursos escritos e os orais.

É importante incorporar a gramática ao contexto, sendo assim, não devemos trabalhar somente com os exercícios de gramática isolados, mas observar a gramática no texto como instrumento de compreensão.

Sugestão de Leitura

GRAMMAR and reading comprehension: resource package for teachers of english for academic purposes. **Working Papers**, São Paulo, v. 4, p. 18-30, [20--?]. Projeto de Inglês Instrumental. Disponível em: <www4.pucsp.br/pos/lael/cepril/workingpapers/rp01-o2-o3-.PDF>. Acesso em: 10 fev. 2020.

HORSELLA; Sindermann. Processing nominal compounds in Scientific Texts in English. **The Especialist**, [S.l.], v. 9, n. 1-2, 1988. Disponível em: <www.pucsp.br/pos/lael/cepril>. Acesso em: 10 fev. 2020.

NORTE, M. B. Leitura. In: NORTE, M. B.; SCHLÜNZEN JUNIOR, K.; SCHLÜNZEN, E. T. M. (Coord.). **Língua Inglesa**. São Paulo: Cultura Acadêmica (UNESP), 2014. p. 124-171. (Coleção Temas de Formação, 4). Disponível em: <https://acervodigital.unesp.br/handle/unesp/179739>. Acesso em: 10 fev. 2020.

REFERÊNCIAS

GRAMÁTICA. **Dicionário Online de Português**, [S.l.], c2017. Disponível em: <http://www.dicio.com.br/gramatica/>. Acesso em: 10 mar. 2017.

KEEBER, D. W. Sedona Arizona Public Library Releases Playaway Electronic Books. **Stockhouse**, [S.l.], c2016. Disponível em: <http://www.stockhouse.com/mediascan/news.asp?newsid=9163249>. Acesso em: 10 fev. 2020.

STRAUSS, L. J. **Scientific and Technical Libraries**. 2nd ed. New York: [s.n.], 1972. p. 98.